

Woodlands Primary School, Hedgehogs Nursery and Sunbeams Club

Geography Policy



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Updated: September 2026

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INTRODUCTION/RATIONALE

This policy outlines the teaching, organisation and management of geography taught and learnt at Woodlands Primary School.

The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the geography co-ordinator.

CURRICULUM INTENT

Here at Woodlands Primary School our Geography curriculum is integrated within our topic-based creative curriculum, providing a basis for deeper understanding of the links between the children's learning in all subjects and enabling them to see how geography fits within their growing understanding of the world.

In accordance with the National Curriculum objectives for primary children in Geography, our children progressively develop their knowledge of the location of globally significant places, both terrestrial and marine, and through studying physical and human features of our world they are given a geographical context for understanding the actions and processes that have produced Earth's key human and physical geographical features. Our children learn how these are interdependent and how they bring about spatial variation and change over time.

In addition to this important geographical knowledge, our children learn to use, with increasing complexity and proficiency, the skills they need for an understanding and appreciation of geography as they move through the next stage of education and beyond, namely:

- collect, analyse and communicate with a range of data, gathered through experiences of fieldwork that deepen their understanding of geographical processes;
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); and
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

IMPLEMENTATION

From EYFS to Upper Key Stage 2, the progression in geographical knowledge and skills required by the National Curriculum has been incorporated in school's creative and topic-based curriculum, making meaningful links with key topics which children learn about in each school year.

Lessons are taught using engaging "hooks", themes and ongoing topic projects/case studies, to place geographical knowledge and skills within a clear, relevant and exciting context for the children.

Within lessons we use a wide range of sources of information including real people, the local environment, photographs, maps and atlases, written materials, ICT based materials, data, and TV / video extracts.

Our Geography Curriculum Overview details the topics, hooks and progressive geographical knowledge and skills that are taught in each year group, as follows.

Curriculum Overview

Early Years Foundation Stage:

The knowledge, understanding and skills that children will develop in their geography learning at Woodlands have their foundations in the Early Years Foundation Stage. To implement our geography curriculum intent in our EYFS setting, we use cross-curricular topic work focusing in the first instance on the life of the child. The pupils gain a knowledge and understanding of their immediate environment and local area by relating it to their own life experiences. Using the topics, children work towards the early learning goals that form the basis for their future learning in Geography:

Understanding of the World:

- Talk about the lives of the people around them and their roles in society
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between different religious and cultural communities in this country
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps
- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments
- Understand some important processes and changes in the natural world around them, including the seasons

Communication and Language:

- Make comments about what they have heard and ask questions to clarify their understanding
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen

Literacy:

- Write simple phrases and sentences that can be read by others

Physical Development:

- Fine motor skills (especially using a range of small tools, and beginning to show accuracy and care when drawing)

Personal, Emotional and Social Development:

- Show an understanding of their own feelings and those of others
- Show sensitivity to their own and others' needs

EYFS CYCLE A

Our EYFS topics and their links to Geography are:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All About Me Exploring our learning environment inside and outside. Talking about our homes. Layout of the house and different functions of each room. Who lives in our home?	Marvellous Minibeasts Where do I live? Different types of homes. Caring for our environment (forest school). Autumn walk - explore the environment and the changes. Bug hunts Introduce vocabulary: habitat	Journeys Programme beebots to go on a journey on a playmat. Share journeys that children have been on – modes of transport / pictures Create story maps Create own simple mats Winter walk - explore ice/environment. Compare London to Ellesmere Port Local Area walk (Reception) Walks to local library	Journeys Easter egg hunt around the school, using maps/plans of the school site. Invite children from other countries to bring in photos/objects from their native countries; children/staff to bring in objects/photos from a special journey to a different country. Modes of transport – how we travel. Spring walk – explore the environment and the changes. Where is home? Use Google Earth to locate Ellesmere Port	Amazing Animals Create maps of zoo / safari parks. Use Chester Zoo interactive map. Visit Chester Zoo. Create bug hotels in forest school. Summer walk - explore the environment and the changes.	Super-veggies Where do vegetables come from? Farm in a box resource. Visit to local farm. Vocabulary: farm, field, crops, harvest, farmer, farmhouse, hedgerow, animal names.

EYFS CYCLE B

Our EYFS topics and their links to Geography are:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All About Me	Houses & Homes	Amazing Animals & Growing	Journeys	Dinosaurs	Under the Sea
Exploring our learning environment inside and outside. Talking about our homes. Layout of the house and different functions of each room. Who lives in our home?	Where do I live? Different types of homes. Caring for our environment (forest school). Autumn walk - explore the environment and the changes.	Programme beebots to go on a journey on a playmat. Endangered animals in the world. Winter walk - explore ice/environment.	Easter egg hunt around the school, using maps/plans of the school site. Invite children from other countries to bring in photos/objects from their native countries; children/staff to bring in objects/photos from a special journey to a different country. Modes of transport – how we travel. Spring walk – explore the environment and the changes.	Local fossil finds - show on Google Maps where they were found. Summer walk - explore the environment and the changes.	Invite the children to bring in photos/objects from the seaside, sharing experiences and the places they have been. Introduce vocabulary: beach, shore, cliffs, sand, coast, waves, sea, water, seabed, seaweed, rockpools, shells, harbour, ships, fishing, nets, sea creatures (names and habitats/origins)

KEY STAGE ONE

Pupils develop their knowledge about the world, the United Kingdom and their locality. They learn to understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation.

CREATIVE CURRICULUM YEAR 1 & 2:

	Autumn 1 & 2	Summer 1
CYCLE A	Where do I belong?	Conservation
	<i>Learning about where we belong in the world by exploring the geography of our school, our local area, our country and then our world.</i> Year 1 children will devise a simple map of their classroom, use a map to track a journey around school, go on a walk around the area surrounding school, identifying and observing local landmarks. They will learn to recognise landmarks in Ellesmere Port, Chester, and England using Google Earth, and they will recognise that we live in a country called England, as well as name and locate the four countries in the United Kingdom. Year 2 children will make a simple map based on a story location, learn how to use a basic key, follow routes and identify landmarks on prepared maps of school and the surrounding area, and will use locational and directional language when exploring these places. They will learn the names of the four countries of the UK and their capital cities, and compare two places in the UK. They will learn the names of the seven continents and five oceans of the world, and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	<i>Linked to “The Last Wolf” literacy text – the wolf, lynx & bear live in the one remaining tree in the forest, what will happen to them? Studying Delamere Forest – we consider how the local environment has changed and how it will continue to change.</i> The Year 1 children will develop their fieldwork skills through exploring woods in the area surrounding school (located adjacent to the school’s Key Stage 2 site) and in nearby towns/cities (including Eastham Woods). The children will also explore and learn the 7 continents of the world. Year 2 children will also use fieldwork skills to explore woods in the area surrounding our school and will learn about other woods in the UK and in Canada. They will consider and discuss how Eastham Woods (in our local area) has changed over time (for example the bear pit). They will compare a town in Canada with Ellesmere Port, thinking about the physical and human features.

	Autumn 1	Spring 1	Summer 1
CYCLE B	Me and the world	On Safari	Houses and homes
	<i>The children will think about their homes, their local area and where they belong in the UK.</i> Year 1 children will devise a simple map of their classroom, use a map to track a journey around school, go on a walk around the area surrounding school, identifying and observing local landmarks. They will learn to recognise landmarks in Ellesmere Port. Year 2 children will make a simple map based on a story location, learn how to use a basic key, follow routes and identify landmarks on prepared maps of school and the surrounding area, and will use locational and directional language when exploring these places. They will learn the names of the four countries of the UK and their capital cities, and compare two places in the UK. They will learn the names of the seven continents and five oceans of the world, and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	<i>Linked to “The Lion Inside” literacy text – the giraffe at Chester Zoo wants to move to Kenya. Needs help to compare the zoo and its surrounding area/country to where his family are from, in Kenya.</i> Year 1 children will learn to recognise landmarks in Chester and England using Google Earth. They will recognise that we live in a country called England, as well as name and locate the four countries in the United Kingdom. The children will also explore and learn the 7 continents of the world, including Africa. Year 2 children will learn the names of the seven continents and five oceans of the world, and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. They will look at physical and human features of Kenya and compare to their local area.	<i>Linked to “Goldilocks and the One Bear” literacy text – the Bear is lost in some woods in Ellesmere Port. What will he see while he is here? Where could he be?</i> Year 1 children will develop their fieldwork skills through exploring woods in the area surrounding school (located adjacent to the school’s Key Stage 2 site) and in nearby towns/cities (including Eastham Woods). Year 2 children will also use fieldwork skills to explore woods in the area surrounding our school and will learn about other woods in the UK and in Canada. They will consider and discuss how Eastham Woods (in our local area) has changed over time (for example the bear pit). They will compare a town in Canada with Ellesmere Port, thinking about the physical and human features.

KEY STAGE TWO

Pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes learning the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

CREATIVE CURRICULUM YEAR 3 & 4:

	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	"Wild vs Captivity"	Study: Chester	Volcanoes	Natural World - Rainforests	Natural World –Seas & Oceans
	<i>Linked with "Gorilla" literacy text (illegal trade in a gorilla) and exploring both our local area and the DRC, home to wild gorillas, before considering the pros and cons of zoos.</i> Year 3 children will draw simple sketch maps of the area around school, learn to name, identify and start to use the eight points of the compass, locate and learn some key geographical features of the Democratic Republic of Congo and be introduced to natural resources the need for countries to trade. They	<i>A brief study of Chester as part of the History topic of the Romans.</i> As well as the history objectives in this unit, the children will learn how and why the Romans invaded and settled in Chester, and understand the impact the Romans had on life in Chester, both at the time and in modern day. They will use google maps to discuss and label Roman landmarks still evident in Chester and during a trip to the city they will follow a Roman soldier around Chester taking in the Roman landmarks first hand. Finally, they will	<i>Linked with "When the Giant Stirred" literacy text and studying the formation, location & impact of volcanoes & eruptions (including in the past).</i> Through research, experiments and hands on learning, the children will become knowledgeable volcanologists reporting on a volcanic eruption. They will complete a case study on the volcanic eruption of Eyjafjallajökull in Iceland in 2019, considering its impact on the environment and	<i>Linked with "Where the forest meets the sea", "Rainforest in 30 seconds" and "Blue John" literacy texts and involving a study of rainforests.</i> All children will undertake an in-depth study of rainforests, learning why they are called rainforests, the names of different types of rainforests and the layers within them. They will be asking do people live in rainforests, why are rainforests important to us and are they in danger?	<i>Studying and considering a range of natural disasters from around the globe.</i> All children will learn how earthquakes and tsunamis occur, how they are recorded/measured and how we as humans put measures in place to overcome/prevent/live with their dangers. Includes the study of historic earthquakes from past and present, and a case study of the Tsunami in the Indian Ocean in 2004.

	will discuss positive and negative aspects of zoos and present their learning in an information leaflet. Year 4 children will draw sketch maps of the wider local region and use eight compass points to locate features in that region. They will locate and describe some key geographical facts about the Democratic Republic of Congo, including its capital city. They will learn to explain in simple terms what natural resources are and why countries need to trade and will identify, explain and form their own opinion on the positive and negative aspects of zoos before presenting information using a media of their choice.	complete a comparison study between key roman landmarks in Chester (e.g. roman baths) and the usage of this land today.	humans. They will investigate what the earth is made of, explore what a volcano is and how they are formed, as well as investigating their internal and external structure. Children will learn the names of different types of volcanoes, locate where they are on a world map and discover when these volcanoes last erupted before deciding whether they are extinct, dormant or active.	They will be introduced to biomes and vegetation belts, locate rainforests on a world map, identify the different layers of the rainforest, identify and understand the significance of the equator, hemispheres and tropics and investigate the climate zones where rainforests are found. They will look in more detail at the Amazon Rainforest, identify animals which live in this rainforest and be able to discuss how the land is used in the amazon rainforest, including how the rainforest is under threat from humans.	
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	Autumn 1	Autumn 2	Spring 2	Summer 1
Cycle B	Oceans and Coastal Adventures	Belonging	Getting to know the UK	Europe
	<i>Linked to “Alba and the 100 year old fish” literacy text - a study of the human and physical features of the UK and surrounding coastlines, including the impact of coastal erosion and how humans impact marine life.</i> Children will learn to identify the eight points of a compass and use maps, atlases and ‘Google Maps’ to locate cities and seas around the United Kingdom. They will investigate the impact of humans on marine animals (eg overfishing and pollution), start to learn about coastal erosion and about climate change and its impact on the environment. They will visit Rhyl in North Wales and observe the features of the beach there.	<i>Linked to “Winter’s Child” literacy text – a study of England and homelessness, gaining an understanding of geographical regions of England, presenting data, town planning and work to help homeless people.</i> Children will identify the 9 regions of England using maps and will use the eight points of a compass to help build their understanding of the U.K. They will present homelessness data in the form of a graph, decide what makes a good town for homeless people and design their own town. They will be able to describe the causes of homelessness and identify charities and ways to help homeless people.	<i>A study of land use; comparing rural, urban and topographical features. Gaining an understanding of the similarities and differences between rural and urban areas.</i> Children will use maps, atlases and ‘Google maps’ to locate rural and urban areas, including some of the main cities in the UK. They will learn about the human and physical features of an area of the UK, the land-use in that area and start to consider how this has changed over time. They will find out about some of the topographical features of land areas such as mountains, rivers and valleys.	<i>A study of the continent’s countries, landmarks and geographical features (physical and human).</i> Children will use maps, atlases and ‘Google maps’ to locate and name countries in Europe and some of their capital cities. They will learn to identify some of the flags of European countries and some of the famous physical and human features of the continent. They will use an eight-point compass, simple grid references, symbols and keys to build their knowledge of Europe and they will identify some topographical features of a mountainous area.

CREATIVE CURRICULUM YEAR 5 & 6:

	Autumn 1 & 2	Summer 1 & 2
Year 5	Rivers / mountains	Eco Warriors / Illegal Wildlife Trade
	<i>Linked with “Queen of the Falls” literacy text includes geography study of rivers and mountains in the UK and the world, identifying physical geographical features, land use and water aspects of places studied.</i> Children will learn about the water cycle, use maps and atlases to locate some of the main rivers and mountains of both the UK and the world, as well as conduct in depth studies of rivers and mountains. They will learn the key features of a river, how rivers change over time, and compare the way rivers are used by people, and they will learn how mountains are formed, their topography, before comparing the features of mountains and exploring mountain climates.	<i>Linked with “The Paper Bag Prince” shared reading text.</i> Children will discover the countries, capital cities and physical features of South America and learn why environmental conservation there is of global importance. They will use maps and atlases to locate areas in South America, use research methods to collate facts about conservation in South America and will describe human geographical features of a chosen area. They will consider the economic needs of local people vs. the need for environmental conservation and finally will compare the physical and human geography of Brazil to areas of the UK. <i>Linked with “The Hunter” literacy text (located in Africa) – a study of the illegal wildlife trade, where it happens around the world, its impact, conservation efforts and attempts to stop it.</i> Children will explain what global trade links are, what the illegal wildlife trade is and why it is illegal. They will locate areas where the illegal wildlife trade is taking place using maps and atlases and learn to use longitude and latitude in conjunction with google earth to obtain accurate coordinates for desired locations linked to the topic. They will investigate how humans are trying to stop the illegal wildlife trade and the positive impact on endangered wildlife. Finally, the children will create a campaign video to persuade people to stop the illegal wildlife trade across the globe.

	Autumn 2	Summer 2
Year 6	Study: North America	France / Fieldwork
	<i>Linked with "The Place for Me" (stories about the Windrush generation) literacy text, children undertake a study of the physical and human geography of the Caribbean Islands in North America, and ultimately compare it with their local region.</i> Children will locate the continent of North America on a map and learn how it is organised into areas, as well as identify its different countries and comparing some different climate zones and biomes there. They will research some of the varied landforms found in the Caribbean and learn why there are so many volcanoes located there, as well as comparing the physical geography of their local region to an area of the Caribbean. They will also explore the human geography of the Caribbean, including how its colonial past has affected the culture, land use, exports and populations of the Caribbean islands.	<i>Linked with the "Sky Chasers" reading text and 'Manfish' literacy text (subject to potential change due to moderation needs), children will investigate changes in landscapes and land use over time in an area Europe as well as the UK.</i> An in-depth comparison of a region of France (including the city of Sens which is twinned with Chester) and our local region, including Chester. Children will compare the physical geography in both regions and how it has changed over time before investigating the human geography of the two regions and in particular the two twinned cities, with a focus on tourism and migration patterns. In a fieldwork project, children will visit Chester, using maps to locate its famous landmarks and surveying tourist activity around the city.

RESOURCES

Planning includes expectations for pupils to use a variety of resources including texts, artefacts, videos, sites, photographs, portraits, primary sources, ICT, visitors, geographical sites and visits.

In addition geographical resources and project boxes may be borrowed from Cheshire West and Chester ELS (Education Library Services).

MONITORING AND EVALUATION

It is the role of the geography subject leader to monitor and evaluate the geography curriculum throughout the school. We monitor and evaluate the curriculum in the following ways:

- Book scrutinies
- Monitoring teachers planning
- Lesson Observations
- Evidence of assessment can be found in books, in short term planning and on the Insight system.

INCLUSION AND EQUAL OPPORTUNITIES

To ensure that pupils of all abilities make progress in geography:

- Teachers provide suitable ways for pupils of different abilities to access difficult ideas: for example, for low attaining pupils by narrowing the range of information to be used, by increasing the degree of support, by using relevant resources, or by the use of other adults.
- Teachers should challenge higher-attaining pupils by expecting them to interrogate more demanding sources, by expecting them to work with greater independence and raising expectations about how they might communicate their ideas.
- Teachers use a range of teaching styles in each lesson in order to match the range of learning styles represented in their class.